

# Unit Cover Page

Unit Title: \_\_\_\_\_ Grade Level(s): \_\_\_\_\_

Subject/Topic Area(s): \_\_\_\_\_

Key Words: \_\_\_\_\_

Designed By: \_\_\_\_\_ Time Frame: \_\_\_\_\_

School District: \_\_\_\_\_ School: \_\_\_\_\_

**Brief Summary of Unit (including curricular context and unit goals):**

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Unit design status: \_\_\_\_\_ *completed Template pages - Stage 1, 2, and 3*

\_\_\_\_\_ *completed Blueprint for each performance task* \_\_\_\_\_ *completed rubric(s)*

\_\_\_\_\_ *directions to students & teachers* \_\_\_\_\_ *materials & resources listed*

\_\_\_\_\_ *suggested accommodations* \_\_\_\_\_ *suggested extensions*

Status: \_\_\_\_\_ *initial draft (date - \_\_\_\_\_)* \_\_\_\_\_ *revised draft (date - \_\_\_\_\_)*

\_\_\_\_\_ *peer reviewed* \_\_\_\_\_ *content reviewed* \_\_\_\_\_ *field tested* \_\_\_\_\_ *validated* \_\_\_\_\_ *anchored*

## Stage 1: Identify Desired Results.

**Established Goals:**

**G**

*What understandings are desired?*

*Students will understand that:*

**U**

*What essential questions will be considered?*

**Q**

*What key knowledge and skills will students acquire as a result of this unit?*

*Students will know:*

**K**

*Students will be able to:*

**S**

## Stage 2: Determine acceptable evidence.

*What evidence will show that students understand?*

Performance Tasks\* (Summary in G.R.A.S.P.S. form):

T



*\*Complete a Performance Task Blueprint for each task (next page).*

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc.):

oe

Student Self-Assessment and Reflection:

sa

# Assessment Task Blueprint

*What understandings/goals will be assessed through this task?*

**G**

What criteria are implied in the standard(s)/understanding(s) *regardless* of the task specifics? What qualities must student work demonstrate to signify that standards were met?

*Through what authentic performance task will students demonstrate understanding?*

**Task Description:**

**T**

*What student products/performances will provide evidence of desired understandings?*



**Stage 3: Plan learning experiences and instruction.**

**L**

[illegible]

**Stage 3: Plan learning experiences and instruction.**

[illegible]

**Stage 3: Plan learning experiences and instruction.**

**L**

[illegible]

**Stage 3: Plan learning experiences and instruction.**

**Consider the W.H.E.R.E.T.O. elements.**

[illegible]



**Stage 3: Plan learning experiences and instruction.**

[illegible]

**Stage 3: Plan learning experiences and instruction.**

**L**

[illegible]

### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

	Monday	Tuesday	Wednesday	Thursday	Friday
1		2	3	4	5
6		7	8	9	10
11		12	13	14	15